



Alice in Wonderland!

Bits 'N Pieces GIANT Puppet Theatre



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This study guide is intended to accompany the Bits 'N Pieces Puppet Theatre original production of *Alice in Wonderland*.

Bits 'N Pieces Puppet Theatre

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- Three Billy Goats Gruff
- The Musical Tale of Peter Rabbit
- Alice in Wonderland



This program is sponsored in part by the Florida State Division of Cultural Affairs, Florida Arts Council, Arts Council of Hillsborough County, Hillsborough County Board of County Commissioners, Hillsborough County District Schools, National Endowment for the Arts, presenters across the United States, and You!

Alice in Wonderland!

Presented by Bits 'N Pieces Puppet Theatre

Original Story by Lewis Carroll

Music by Pegg Callahan • Lyrics and Script by Jerry Bickel • Puppets by Holli Rubin

About Bits 'N Pieces, America's Giant Puppet Theatre

Founded in 1976 by Executive Director Jerry Bickel, Bits 'N Pieces is dedicated to influencing the world of tomorrow by enchanting the children of today. Through the theatrical retelling of classic children's stories, each with its own unique life lesson and moral, Bits 'N Pieces brings to life the magical wonderment of children's fantasy and reinforces the core values long told and emphasized by our great storytellers. From script and design to actual building and choreography, it takes two years to produce each complete giant puppet production. Our work has received the Atlanta Cultural Olympiad's Award for Excellence and Innovation in the Arts as well as the Arts Council of Hillsborough County's Award for Excellence in Arts Education.



About Our Show

When Alice escapes her boredom of this world to venture into a dream of another, madcap high jinks and outlandish adventures are the order of the day. Lavishly costumed characters and giant puppets whirl, dance and sing on their journey through Lewis Carroll's land of fantasy. The heroine learns it takes self-reliance and quick thinking to tame the comic nonsense of the Queen of Hearts, the Cheshire Cat, and Wonderland's other unpredictable residents.



DID YOU KNOW? Bits 'N Pieces Theatre's giant body puppets perform in original puppet musicals with singing, dancing and lively dialogue. There are 11 giant productions in the Bits 'N Pieces touring repertoire. Each season a different show tours theatres throughout the United States. Since 1987, the giant puppets have traveled abroad for 17 international appearances.

Synopsis: Alice in Wonderland!

Some sisters are like matching bookends, and some are not. Alice liked the Arts, and her sister loved the Sciences. Her sister insisted the Sciences were most important, but Alice held one was not better than the other. The conversation was so tedious, Alice slipped into a daydream. She saw a rabbit dressed in a waistcoat and carrying a watch. She followed him along the river bank and into a rabbit hole.

Down, down, down she fell. She couldn't see from where she had fallen, and she couldn't see where she would land. So strange was the effect, she couldn't tell if things were falling up, or if she were falling down. And all because she'd wondered what it would be like to follow a rabbit down a rabbit's hole without worrying about the outcome.

Kerplunk! The floor rushed up to meet Alice as she landed on a pile of sticks. Though she couldn't see the White Rabbit, she heard him calling he'd be late, late, late. Following the sound of his voice, she found a door too small to squeeze through. Frustrated and hot, she fanned herself. The fan magically shrunk her surprisingly small. She walked through the door into a garden.



Alice came upon a giant mushroom. Sitting on top of it was a talking caterpillar. "Who are you?" the bug asked. "I hardly know sir, at this moment," answered Alice, not believing her eyes. "Well when you know exactly who you are, then you'll be happy, my darling," philosophized the caterpillar.

Next, Alice found herself at a tea party, the craziest one she'd ever attended. The Mad Hatter, March Hare, and drowsy Dormouse invited her to tea when there was none! The conversation kept going 'round and 'round and made no sense. Alice left with her head spinning, promising herself to never go there again.



Continuing to search for the White Rabbit, Alice came upon the house of the Duchess where a Cheshire Cat with a mysterious grin appeared! In all of Wonderland, he was the one who was never afraid to tell an unpopular truth. He invited Alice to the Queen of Hearts' Royal Croquet Match.

When the Queen of Hearts heard Alice could only play croquet badly, she thought it was wonderful. The Queen of Hearts was always victorious. She was happiest when someone else was losing. If anyone got in her way, it was "Off with his head!" Unfortunately, beginner's luck being what it is, Alice's every shot was lucky and she couldn't help but win.

"Off with her head!" yelled the Queen of Hearts. And that's exactly what might have happened if Alice had not remembered that she was

simply daydreaming. “You can’t harm me,” she told the Queen. “This is just my imagination. You and your court are just a deck of cards.”

Alice jumped up out of her dream. Playing cards flew in the air around her, landing in a jumble on the ground. Wide awake once again, Alice was relieved to be back in her own world and away from the imaginary nonsense of Wonderland. She knew now that it takes a little of both worlds to make life fun.

About Author Lewis Carroll

Born: January 27, 1832

Birthplace: Daresbury, Cheshire, England

Died: January 14, 1898

Best Known As Author of Alice’s Adventures in Wonderland



Lewis Carroll was the literary pseudonym or pen name of Englishman Charles Lutwidge Dodgson. Born in Daresbury, Cheshire, he delighted in being a performer as a young child. He put on puppet shows, practiced a magic act, and wrote poems for his home-made newspaper.

As an adult he was a mathematician, a teacher, a priest, a photographer, and a writer. He collected bits of things and strung them into stories of his very own creation. His gift for invention and imagination led to his highly original *Alice’s Adventures in Wonderland* and its companion book *Through the Looking Glass and What Alice Found There*. Those stories as well as the poems “*The Hunting of the Snark*” and “*Jabberwocky*” are all considered to be within the genre of literary nonsense.

Lewis Carroll first told the story of “Alice” to amuse three little girls as he rowed them in a boat. The children enjoyed his story so much he wrote it down word for word that evening. This spontaneous tale (first published in 1865) became one of the most popular of children’s books. His ability at word play, logic, and fantasy has delighted audiences ranging from children to the literary elite, and beyond this his work has become embedded deeply in modern culture, directly influencing many artists. And so it is today as it was then.



Alice in Wonderland!

Created by Bickel-Rubin-Webb

The Cast of Characters (in Order of Appearance)

Alice portrayed by Holli Rubin

Snooty Sister

White Rabbit

Katzapillar the Caterpillar

Mad Hatter

Dormouse

March Hare

Duchess

Cheshire Cat

Red Queen of Hearts

Script and Lyrics	Jerry Bickel
Giant Puppet Creator.....	Holli Rubin
Music Composer	Pegg Callahan
Choreographer.....	Reginald Yates
Costumes.....	Randall and Sandra Tucker
Stage Settings and Graphics.....	Chuck Majewski
Puppet Mechanics	Robert Anthony

Put the Scenes in Sequence



Alice meets the Cheshire Cat.



Alice wonders how to spend her day.



Alice shares a spot of tea.



The Caterpillar asks, "Who are you?"



A white rabbit leads Alice to Wonderland.



Alice plays croquet with the Queen.

Answerkey
left to right: 5, 1, 4, 3, 2, 6

Teaching Language Arts with Alice

Preparation

As children, we enjoy journeying into Wonderland with Alice as her story is read to us. When we are adults, we examine its complexity and find deeper messages about life's meaning. "Alice" is one of English literature's truly timeless works. Prepare your students to make the most of their field trip experience. Read the synopsis (p.2) of our production of Alice in Wonderland to your class. Then read excerpts from Lewis Carroll's book Alice's Adventures in Wonderland. (We suggest chapters 5, Advice from a Caterpillar; 7, A Mad Tea Party; and 8, The Queen's Croquet Ground). Explain that our play is a musical adaptation of a piece of literature, and that what they will see at the theater will not be just like the book. Discuss the following topics so they have an understanding of fantasy writing and musical theater.

Sunshine State Standards: PreK-2: LA.E.1.1.1

Lewis Carroll's Fantasy & Nonsense Literature

Lewis Carroll wrote fantasy and nonsense verse. Both are marked by unrestrained imagination or whim rather than reason. The reader must believe highly unlikely or impossible things are real. Logic, common sense, and the precise meaning of language are often forgotten as the story unfolds. When Alice falls down the rabbit hole, she finds herself in another world in which unexpected change and nonsense is the norm. On her journey through Wonderland, Alice's view of what's important in the world changes from nonsense and frivolity to order and responsibility.

Have the class compile a list of the fantasy and nonsense elements found in the excerpt you read from one of the suggested chapters. Discuss how Lewis Carroll made something fantastic out of the commonplace -- rabbit, cat, caterpillar, etc. What is nonsensical about the tea party?

PreK-2: LA.E.1.1.1

Musical Theater: The All-Encompassing Art Form

A musical theater production differs from other art forms in that it encompasses all of them. Our production of Alice in Wonderland is a Broadway musical style adaptation of Lewis Carroll's famous work of literature. The Broadway musical is a uniquely American form of theater in which the words in the songs carry the plot. Compare and contrast the art forms of theater and literature. How are they similar? (Both are creative expressions of thoughts, feelings, ideas, etc.). How are they different? Discuss how literature is usually created by one person working alone (or perhaps two -- a writer and an illustrator), while a theatrical performance is usually created by many people working together.

Our giant puppet musicals are the products of the collaboration of artists from all the arts disciplines. Using our "Cast & Company", have the children match the different artists with their arts. (Literature - author of original work; script writer; Music - composer, lyricist; Acting - performers, puppeteers; Dance - performers, choreographer; Visual Arts - giant puppet sculptor, costume, scene, and lighting designers)

PreK-2: VA.E.1.1.2

Gr 3-5: TH.E.1.2.2; VA.E.1.2.2

Vocabulary

1. Take advantage of Lewis Carroll's style to discuss the meaning of any unfamiliar vocabulary.

late	waistcoat	pocket watch	mushroom
tea party	mad	hatter	hare
dormouse	temper	tantrum	croquet
flamingo	hedgehog	grin	disappear
vanish	striped	mumble	jury
courtyard	verdict	royal	rabbit hole

3. After the performance review the vocabulary words again as well as the characters and events of our production.
4. Ask students to identify the characters or scenes associated with the words.
5. Ask them write or recite sentences using words from the vocabulary list.
(White Rabbit - late, waistcoat, pocket watch; Caterpillar - mushroom; Tea Party - mad, hatter, hare, dormouse, temper, tantrum; Queen of Hearts - croquet, flamingo, hedgehog, temper, tantrum; Cheshire Cat - grin, disappear, vanish, striped, mumble, murmur, scat)

PreK-2: LA.A.1.1.4; Gr 3-5: LA.A.1.2.4

Using Figures of Speech

Explain similes, metaphors, and personification. Select passages from Alice's Adventures in Wonderland which contain examples of these. Have the children identify them and ask them to draw pictures illustrating the phrases.

PreK-2: LA.D.2.1.3; VA.A.1.1.1; VA.B.1.1.4

Gr 3-5: LA.D.2.2.2; VA.B.1.2.1; VA.B.1.2.4

How Descriptive Language Helps

Explain adjectives and adverbs. Read a descriptive paragraph from the story. Ask the children to identify the descriptive words. Reread the paragraph leaving out as many adjectives and adverbs as possible. Which paragraph tells the story better? Why?

PreK-2: L.A.D.2.1.1

Gr 3-5: L.A.D.2.2.1; LA.E.2.2.2

Rhyme

Read examples of rhyming passages from the book. List the characters and scenes for the class. Ask the children to choose a specific character or event and to list rhyming words which apply to it. (For example: tea party -- tree, bee, see; dormouse - poor house; rabbit - habit; duchess - clutches; cat -fat; Alice - palace, chalice. Remind students that rhyming words do not always have similar spellings.

PreK-2: L.A.E.2.1.2; Gr 3-5: la.e.2.2.2

Write a Letter to a Character

Before the Show

Teach or review how to write a letter including date, salutation, body text and closing signature.

After the Show

There are many possibilities for letter writing. Students may write directly to a character or write a letter from one character to another character.

- They might write a letter from Alice to her Sister.
- Practice using descriptive terms by sending one to the Queen of Hearts describing her appearance.
- Write a letter to Lewis Carroll about his story.



Characters

Alice, Alice's Sister, the White Rabbit, the Mad Hatter, the Dormouse, the Caterpillar, the Queen of Hearts, the Cheshire Cat, the Duchess

After the Lesson

Mail students' letters to:

Alice in Wonderland, c/o Bits 'N Pieces Puppet Theatre,
12904 Tom Gallagher Road, Dover, FL 33527



After the Play: Ideas for the Classroom

Vocabulary Revisited

Review the characters and events of our production. Review the vocabulary words after the performance. Have the students identify the characters or scenes to which the words refer. Have them write or recite a sentence using all the words in each word group.

(**White Rabbit** - late, waistcoat, pocket watch; **Caterpillar** - mushroom; **Tea Party** - mad, hatter, hare, dormouse, temper, tantrum; **Queen of Hearts** - croquet, flamingo, hedgehog, temper, tantrum; **Cheshire Cat** - grin, disappear, vanish, striped, mumble, murmur, scat)

PreK-2: LA.A.1.1.4; Gr 3-5: LA.A.1.2.4

caterpillar

flamingo

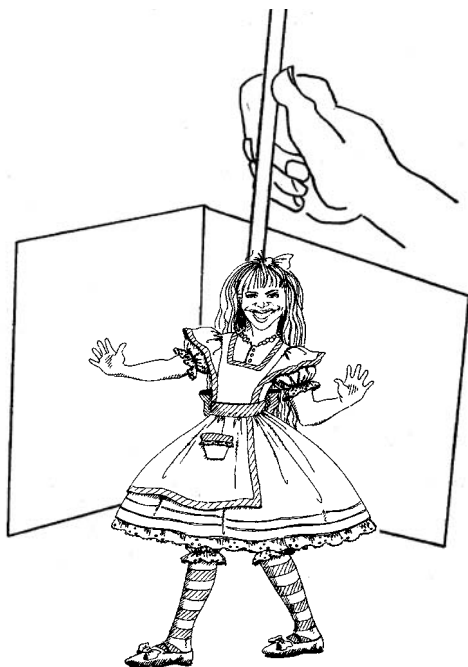
hedgehog

Developing a Plot with a Classroom Mural

Ask children to choose a favorite scene and draw three pictures which show the beginning situation in a scene, what happens during the scene, and how the situation has changed by the end of the scene. Display the pictures so they make a storytelling mural from beginning to end.

PreK-2: LA.E.1.1.2 ; VA.A.1.1.1; VA.B.1.1.4

Gr 3-5: LA.E.1.2.2 ; VA.B.1.2.1 ; VA.B.1.2.4



Creative Dramatics

Have children make stick, finger, or paper bag puppets and act out the story or particular scenes of their choice. Include sound effects when appropriate. (See the Make Your Own Puppet Show activity.)

PreK-2: TH.B.1.1.1; VA.B.1.1.4

Gr 3-5: TH.A. 1.2.1

Ask children to pretend to be a favorite character and explain some of the important things they did in the play. Ask why they chose that character.

PreK-2: LA.C.3.1.1; LA.C.3.1.4; TH.A.1.1.1

Gr 3-5: LA.C.3.2.1; LA.C.3.2.4; TH.A.1.2.1

Creative Writing Exercises (for groups or individuals)

- **Eye Witness:** Write an “I was there” story about witnessing an event in the play such as Alice’s conversation with the Caterpillar or her meeting with the Duchess. Begin your story with the phrase “I was there when...”.
- **Point of View:** Ask the children to pretend to be a favorite character. Write a letter to a friend about the play’s events from that character’s point of view.

Use these writings as a script for the Wonderland Evening News. (See the Class Project idea).

PreK-2: LA.B.1.1.2 ; LA.B.1.1.3

Gr 3-5: LA.B.1.2.2; LA.B.1.2.3

Class Project: The Wonderland Evening News

Divide the class into groups of 4-6 children. Have each group choose a different scene or event to report on the Wonderland Evening News. In each group there should be at least one anchor person, one reporter, and 2-3 interview or “sound byte” characters. The reporters should address the Who, What, When, Where, and How of the event in their news stories. Videotape the reports and “broadcast” them to the entire grade or school.

PreK-2: LA.D.2.1.4; LA.E.1.1.2; TH.E.1.1.3

Gr 3-5: LA.B.2.2.3; TH.E.1.2.4



Physical Education: Play Croquet - Ole!

The Queen played croquet using hedgehogs as balls. Make a tabletop croquet court. Learn the rules of croquet. Play the game using your fingers to hit the balled-up paper hedgehogs through pink construction paper flamingo wickets.

PreK-2: PE.A.1.1.1; Gr 3-5: PE.B.2.2.2

Bibliography and Resources

Carroll, Lewis. *Alice’s Adventures in Wonderland and Through the Looking Glass and What Alice Found There*. London: Octopus Books Limited, 1978.

Engler, Larry & Fijan, Carol. *Making Puppets Come Alive: A Method of Learning and Teaching Hand Puppetry*. New York: Taplinger Publishing Co., Inc., 1973.

Siks, Geraldine Brain. *Creative Dramatics: An Art for Children*. New York: Harper & Row, 1958.

Tichenor, Tom. *Tom Tichenor’s Puppets*. Nashville, TN: Abington Press, 1971.

_____. *The Art of FCAT*. Tampa, Florida: The Arts Council of Hillsborough County, 2001.

Bits ‘N Pieces Puppet Theatre. www.puppetworld.com. (Download 6 one-minute movies, print a poster, and tour our virtual gallery.)

Tierny, Laura. *Art Off the Wall*. Tampa, Florida. The Education Channel, 1998. (Award-winning series about Hillsborough County artists and their creative processes.)

Telling a Story: Musical Charades

Our original musical performances use choreography to tell the story. Choreography is dance movement and gesture set to music. Use the simple game of charades to demonstrate how movement and music tell a story.

Ask students to write scenes from the play on slips of paper. One student picks a slip and acts out the scene using movement and gesture to music. Try Ragtime music by Scott Joplin. The classmate who names the scene, wins! The winner draws the next slip and performs the scene. A scene example:

*Alice grows very small with a magic fan,
opens a magic door, and walks into Wonderland.*

A few other suggestions of pantomime scenes:

- a crawling caterpillar becomes a butterfly
- playing a game of croquet
- serving a cup of tea
- rabbits hopping.

What else can movement show? Instructions? Different types of animals? Transportation? Emotions?

Let's Write a Song!

Broadway musicals are a unique American art form. In the Broadway musical, songs are used to tell the story. The lyrics help the audience follow what is happening on stage. Songs in musicals use emotion to take action, telling us who the characters are, what they want and what they'll do to get it.

Most of the songs follow one of three forms:

1. The first form is the "I AM..." song (or "He was..." or even "Could it be...?"). This type of song reveals character.
2. The second form is the "I WANT..." song (or "It needs..." or "What's missing is..."). This song reveals a character's motivation or desire.
3. A third special form in the Broadway musical is the novelty song or "TIME TELESCOPING" song. It can speed up time on the stage to "fast forward" the story or "freeze it" so the audience can feel and appreciate a special moment, even the happy ending!

Songwriting in the Classroom

When you write lyrics for a song, you need to also find rhyming words.

Let's write a song!

1. Write the first line.
2. Then write the next line.
3. Complete the third sentence so it rhymes with the first.
4. Write the fourth line so it rhymes with the second.

This type of rhyme scheme is ABAB. For example:

*Why does a cat have a grin like that?
Inquiring minds want to know.
Why does it mumble, murmur and scat?
What goes on in its brain deep below?*



Alice In Wonderland

Put the Play in Order!

Plots develop in sequence. Number each of these events in the play to tell the order of what happened in Bits 'N Pieces' Alice In Wonderland.

- ☐ A caterpillar is the first to greet Alice in Wonderland and asks her, "Who are you?"
- ☐ The Queen of Hearts loses a game of croquet and orders Alice to lose her head.
- ☐ At the Mad Hatter's tea party, Alice finds she is so busy solving riddles she has no time to drink tea.
- ☐ Tired of playing boring games with her sister, Alice follows a White Rabbit carrying a pocket watch.
- ☐ At the house of the Duchess, the Cheshire Cat invites Alice to play croquet with the Queen of Hearts.
- ☐ Either Wonderland's door is too small or Alice is too big, so she shrinks herself with a magic fan and walks inside.
- ☐ Alice realizes Wonderland is a daydream, wakes up, and is in control of her life again.



Who? What? Where?

Answer each of the following questions about the story.

Who are the characters in Alice In Wonderland?

Where does the story take place?

What problem happened?

What are three main things that happened in the story?

How was the problem solved?

Make a Story Map

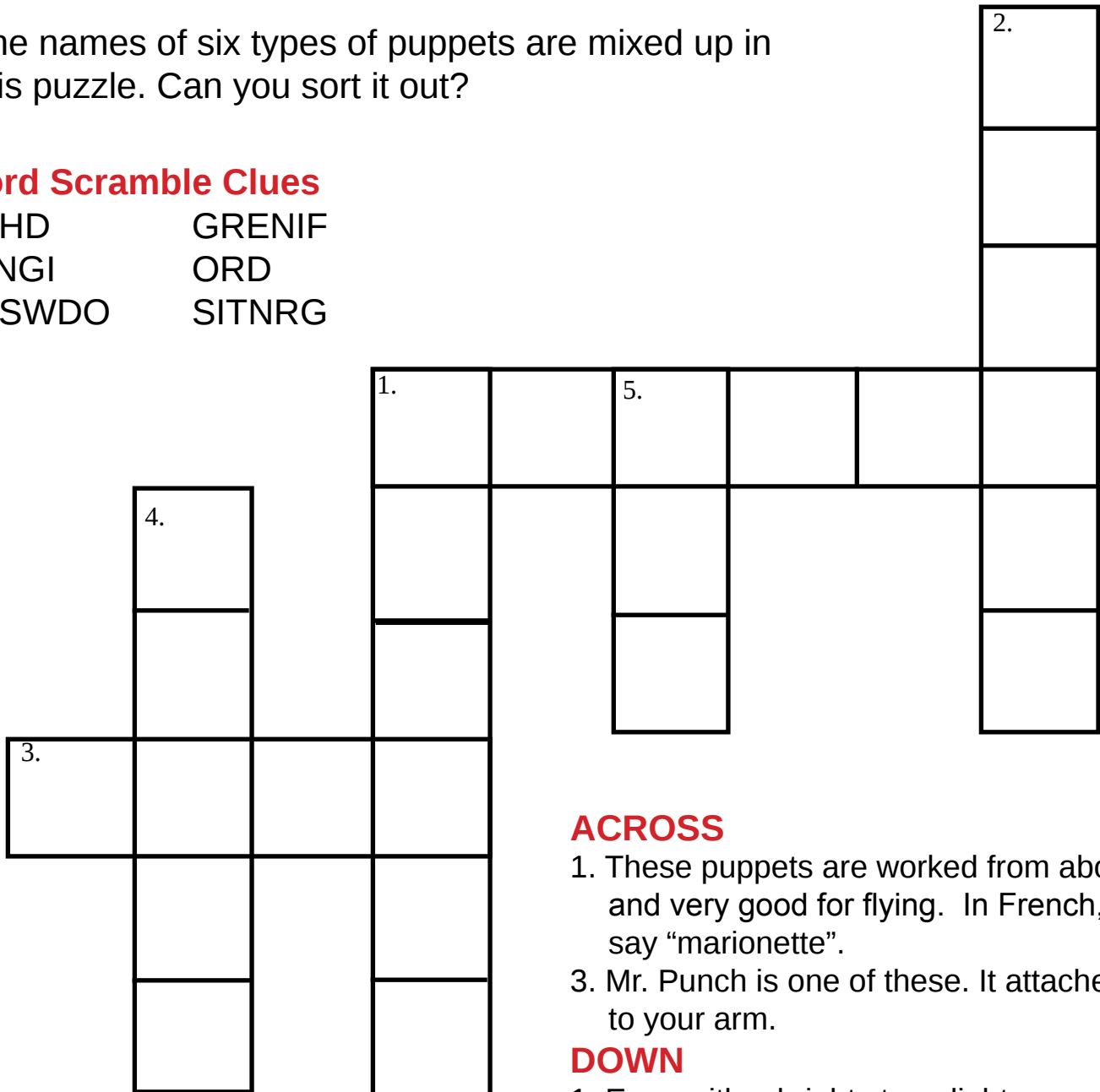
Include the beginning (who, where, when), the middle (problem, goal) and the ending (solution).

Puppet Scramble

The names of six types of puppets are mixed up in this puzzle. Can you sort it out?

Word Scramble Clues

NAHD	GRENIF
ATNGI	ORD
AHSWDO	SITNRG



ACROSS

- These puppets are worked from above and very good for flying. In French, say "marionette".
- Mr. Punch is one of these. It attaches to your arm.

DOWN

- Even with a bright stage light you can't see this puppet, you only see its _____.
- You can put five of these puppets on one hand.
- Bits 'N Pieces' Puppet Theatre features these really big puppets.
- European and Japanese puppets are worked from underneath with these sticks.

A-Mazing Escape

The Cheshire Cat has disappeared again. Can you help Alice find him?



Start



Reading A Show Poster

1.) What is the name of the show?

2.) Who will perform the show?

3.) On what days can you see the show?

4.) Who wrote the story?

5.) What do you think the play will be about?

6.) Do you already know the story? How?



Alice in Wonderland!

A Musical Based on a Lewis Carroll Story
Performed by Bits 'N Pieces Puppet Theatre
Shows are Weekdays & Saturdays

Color Me!



The Queen plays croquet with Alice.

Color Me!



The Caterpillar asks Alice, "Who are you?"

Make Your Own Puppet Show

Using the simplest of stick puppets, you can present an exciting creative dramatics lesson in your classroom. Divide the class into small groups of two or three children to act out different scenes.

- Follow the puppet-making activity sheets to make the characters and sets.
- Create a scene-by-scene guide for a complete puppet play with the *Put the Play in Order* student sheet.
- Completing *Who? What? Where? How?* student activity helps students develop their dialog.
- Use the *Musical Charades* student sheet to help students practice movement ideas.
- Rehearse, perform, evaluate, repeat. Each separate performance should be limited to two minutes.

PreK-2: TH.B.1.1.1; VA.B.1.1.4

Gr 3-5: TH.A. 1.2.1

Ask children to pretend to be a favorite character and explain some of the important things that character did in the play. Ask why they chose that character.

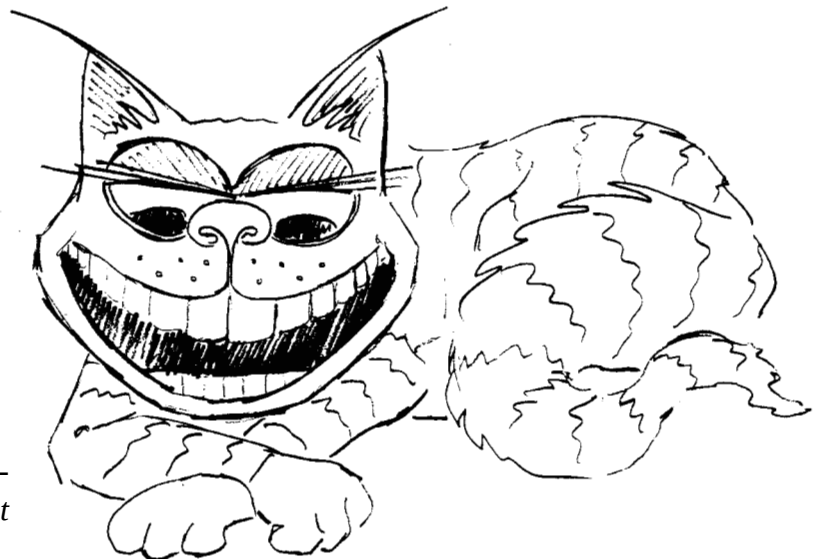
PreK-2: LA.C.3.1.1; LA.C.3.1.4; TH.A.1.1.1

Gr 3-5: LA.C.3.2.1; LA.C.3.2.4; TH.A.1.2.1



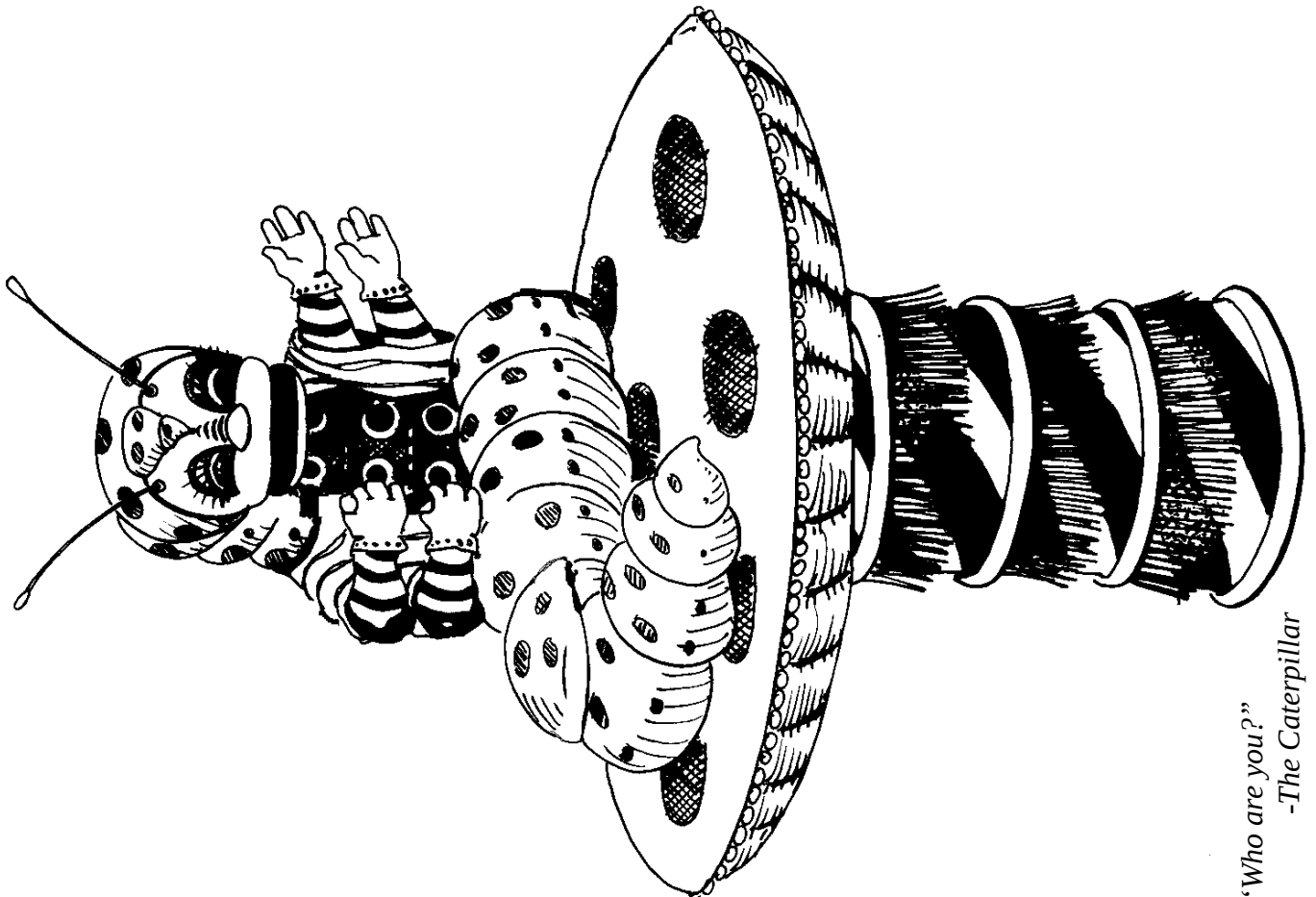
Building Stick Puppets

1. First glue the puppet show pages onto thin weight poster board or photocopy onto index stock.
2. Color and cut out each of the puppets.
3. Make your puppet's control rod by attaching a drinking straw extending upward to the back of the character.
4. Perform the show working the puppets on your desktop in front of the Theatre Stage Set.
5. Puppets may be enlarged on a copy machine if needed.



"Share a grin with me!" -
The Cheshire Cat

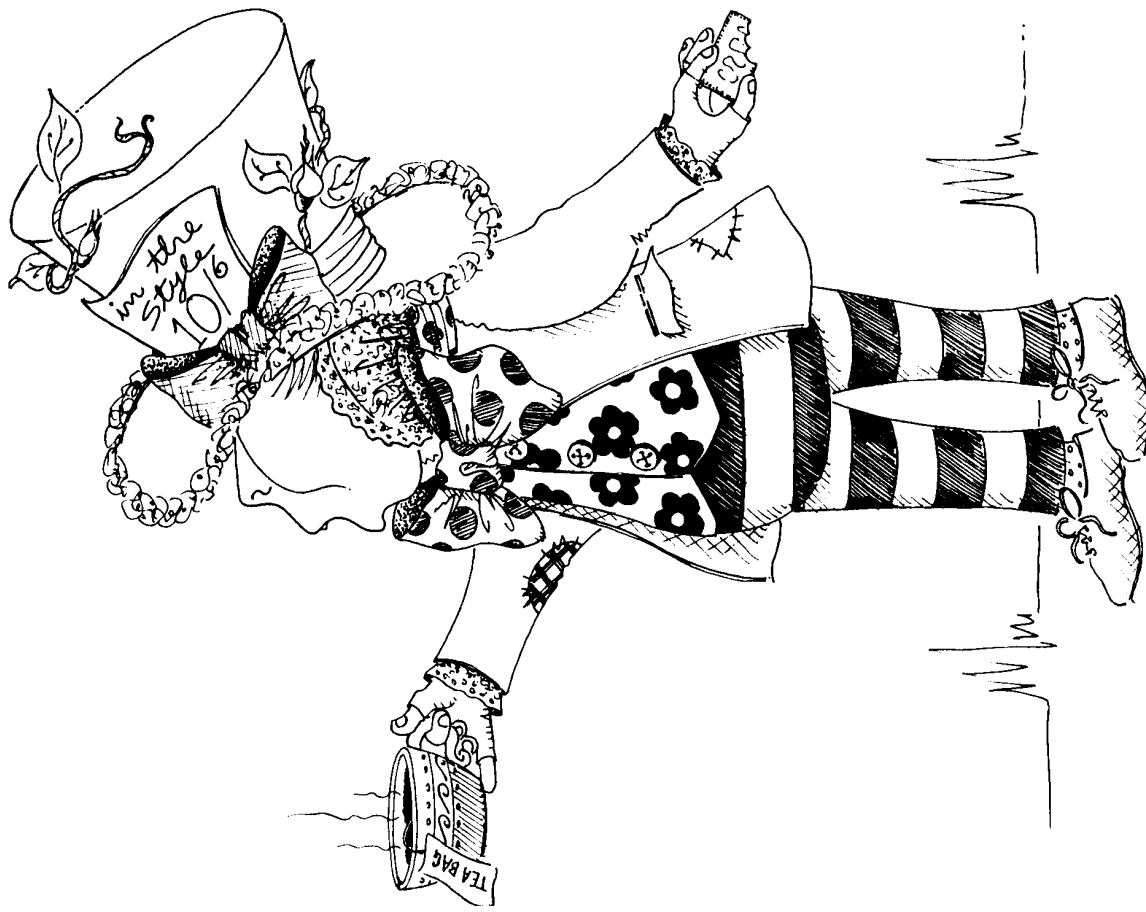
More Puppets for Your Show



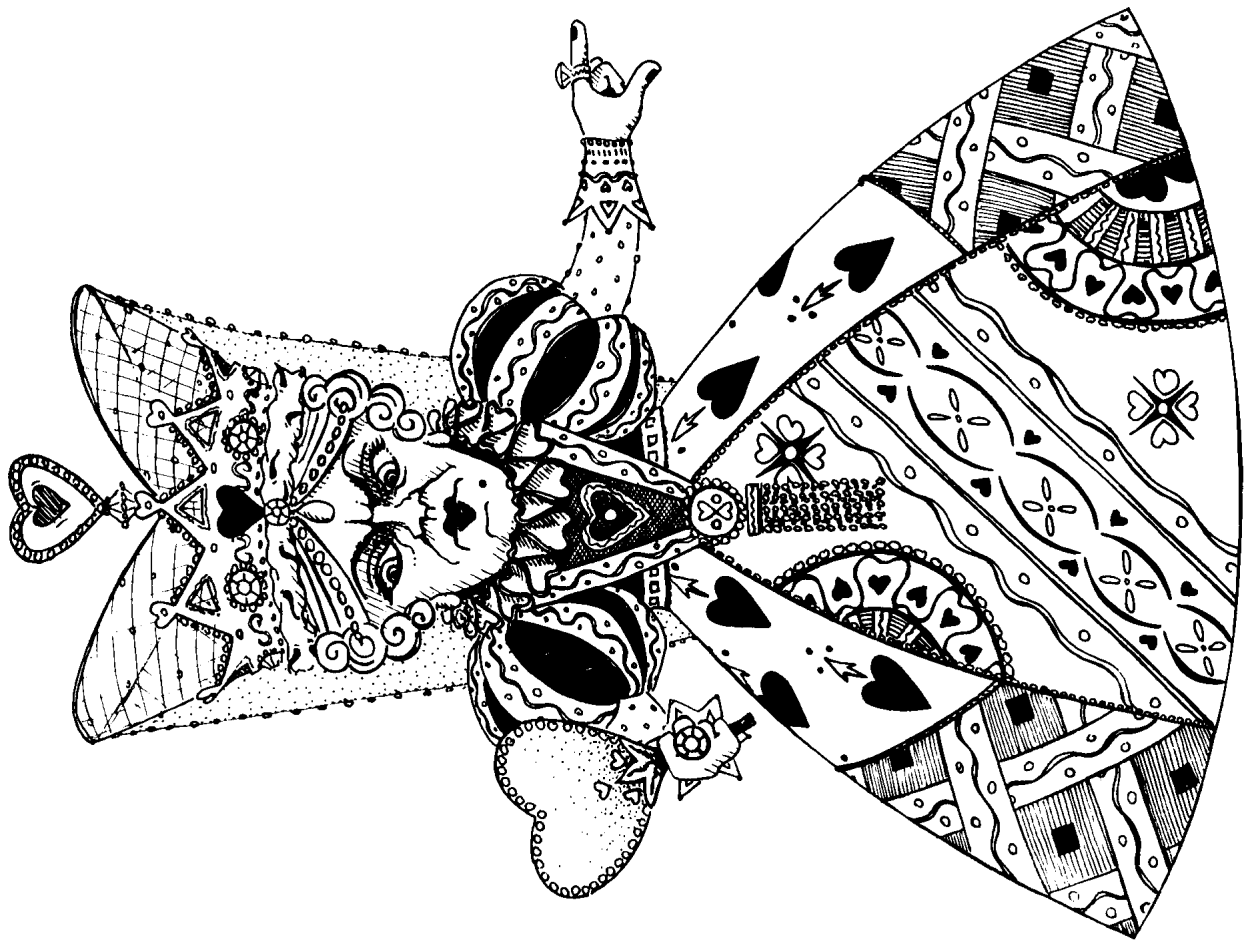
“Who are you?”
-The Caterpillar



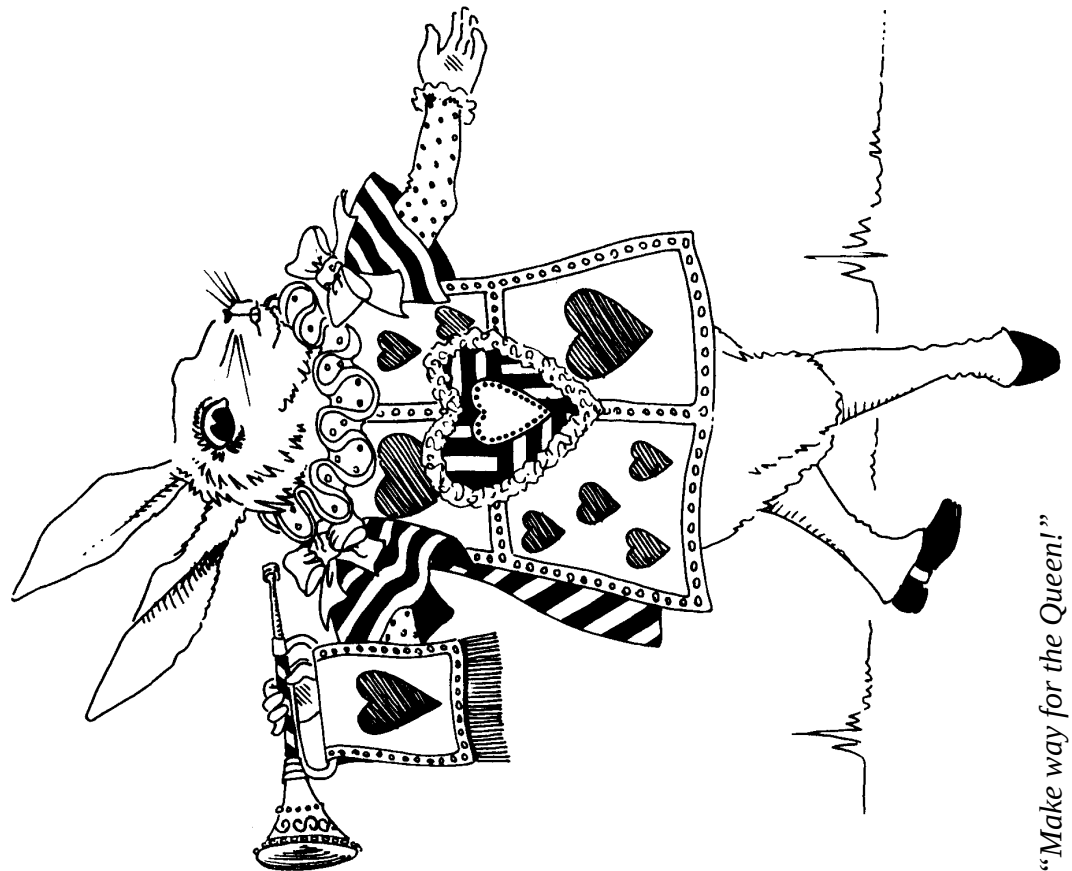
“Have a spot of tea and conversation?”
-The March Hare



“Why is a raven like a writing desk?”
-The Mad Hatter



"Do you play corquet?" -The Queen of Hearts



"Make way for the Queen!"
-The White Rabbit

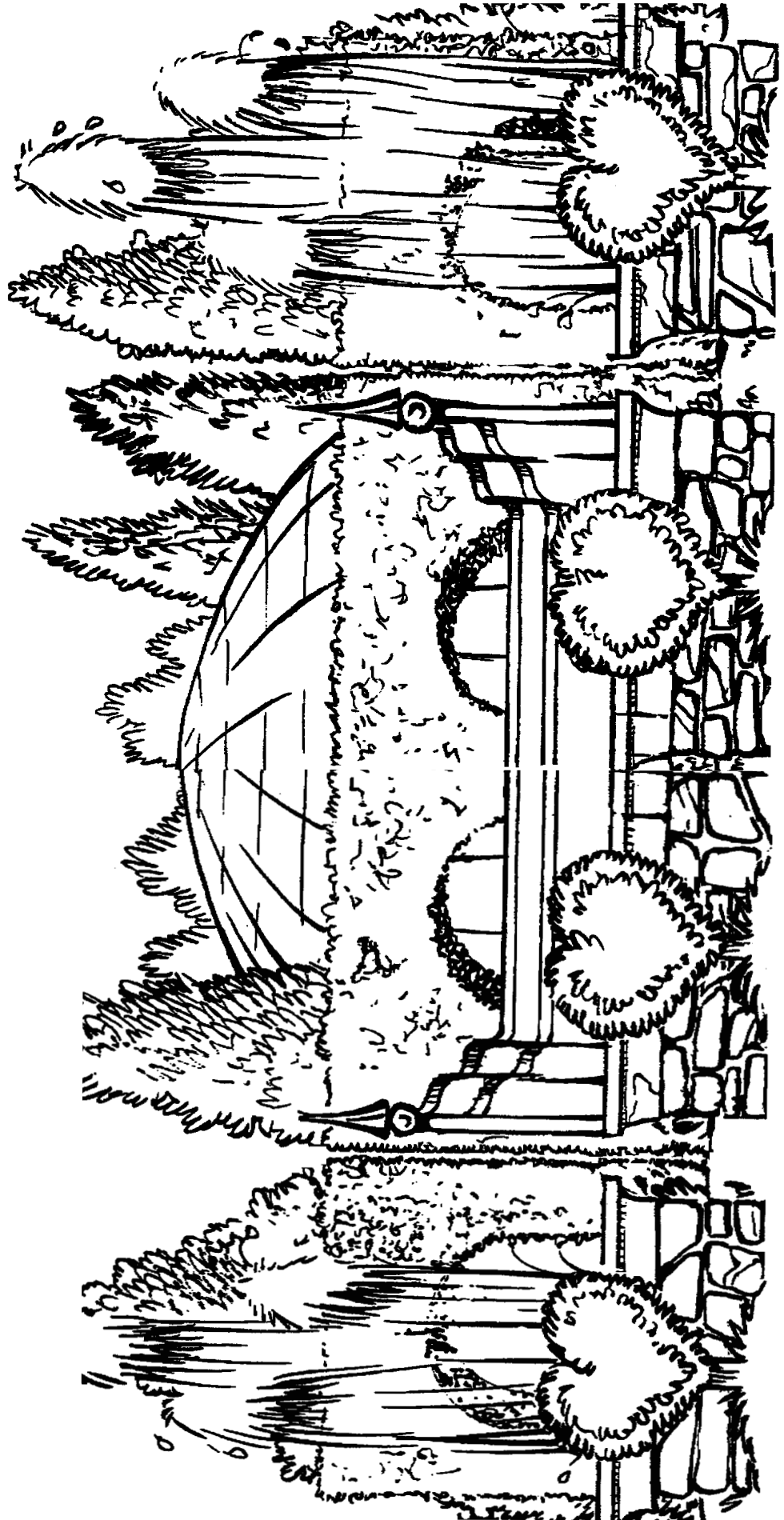
Build the Theatre Stage Set for Your Puppet Show



Stage Set:

1. Cut out, color and glue these two pages onto thin weight poster board or photocopy onto index stock to form a stage set for your puppet show.
2. Fold vertically to help the set stand in place.
3. Sets may be enlarged on copy machines if needed

Another Theatre Stage Set



Workshops and Residencies



WHAT'S BEEN SAID ABOUT OUR AIE PROGRAM

Dr. D.P. Morgan, Ph.D., Dir.,
Child Development Laboratories, UA
“These residency activities are classic examples of interdisciplinary learning and although children find them to be very fun, they are also cognitively challenging. In addition to learning about the history of puppetry as an art form, the children solve measurement and physical knowledge problems as they create, revise, and perfect their puppets using collage, painting, paper-mache, and silhouette-gel techniques. The collaboration among the children as they work in small groups on scripts, oral delivery, and movement activities to bring their puppets to life is intense, full of social negotiation and aimed at reaching consensus about how to work together to create a common product -- the show!”

Arts In Education residencies can be scheduled in conjunction with any of our giant puppet performances. Our custom residencies feature flexible components designed to complement your curriculum and setting. Choose from three types of teaching experiences: workshops, puppet demonstrations or teachers' in-service training. All are presented by our AIE expert, **Holli Rubin**.

Most sponsors choose to begin the residency with the international puppet demonstration and lecture component, *It's A Puppet World*, during a general assembly. During this lively session, Ms. Rubin conducts a demonstration of the wide variety of puppets found around the world. After the assembly, three, age-appropriate, hour-long *Feather-Top Rod Puppet Workshops* are held.

IT'S A PUPPET WORLD WORKSHOP

(Small groups and groups up to 300)

This international puppet demonstration and lecture program celebrates diversity as it teaches tolerance. Students are introduced to the wide-ranging styles of puppets around the world and the cultures in which they were developed. Puppetry's historical development is traced from caves to the movies, from tiny finger puppets to our own giant puppets.

During each session Ms. Rubin uses 24 authentic puppets from Japan, Java, Italy, Germany and the Czech Republic to perform entertaining vignettes that serve as a springboard for further discussion. Bits 'N Pieces Puppet Theatre's own giant puppets are also explored in detail from construction to curtain call.

FEATHER-TOP ROD PUPPET WORKSHOPS

(30 students optimum, up to 60 students)

The Caribbean Carnival is the inspiration for these bright, sparkling rod puppets. This one-hour workshop is filled with glitter, sequins, fabric and feathers. All materials for building puppets are provided. Once built, the puppets are brought to life using creative dramatics techniques for classroom enjoyment. It's fun for any age and everyone leaves with their magical friend.

PreK to 2nd Grade: Hands-on workshop activities to develop motor skills, language, social skills and increase confidence.

3rd to 5th Grade: In addition to the above, the workshop emphasizes the nationally recognized teaching objectives of our program.

Teachers' In-Service Training: Includes the rod puppet workshop with additional training on simple puppetry, easy staging techniques and curriculum integration.

Florida Department of Education

Sunshine State Standards

PreK-2

Language Arts

LA.A.1.1. Reading: The student uses the reading process effectively.

4. Increases comprehension by rereading, retelling, and discussion.

LA.A.2.1. Reading: The student constructs meaning from a wide range of texts.

1. Predicts what a passage is about based on its title and illustrations.

LA.B.1.1. Writing: The student uses writing processes effectively.

2. Drafts and revises simple sentences and passages, stories, letters, and simple explanations that express ideas clearly; show an awareness of topic and audience; have a beginning, middle, and ending; effectively use common words; have supporting detail; and are in legible printing.

3. Produces final simple documents that have been edited for: correct spelling; appropriate end punctuation; correct capitalization of initial words, "I", and names of people; correct sentence structure; and correct usage of age-appropriate verb/subject and noun/pronoun agreement.

LA.B.2.1. Writing: The student writes to communicate ideas and information effectively.

2. Uses knowledge and experience to tell about experiences or to write for familiar occasions, audiences, and purposes.

LA.C.3.1. Listening, viewing, and speaking: The student uses speaking strategies effectively.

1. Speaks clearly and at a volume audible in large- or small-group settings.
4. Uses eye contact and simple gestures to enhance delivery.

LA.D.2.1. Language: The student understands the power of language.

1. Understands that word choice can shape ideas, feelings, and actions.
2. Identifies and uses repetition, rhyme, and rhythm in oral and written text.
3. Recognizes that use of more than one medium increases the power to influence how one thinks and feels.
4. knows the various types of mass media (including billboards, newspapers, radio, and television).

LA.E.1.1. Literature: The student understands the common features of a variety of literary forms.

1. knows the basic characteristics of fables, stories, and legends.
2. identifies the story elements of setting, plot, character, problem, and solution/resolution.

LA.E.2.1. Literature: The student responds critically to fiction, nonfiction, poetry, and drama.

2. recognizes rhymes, rhythm, and patterned structures in children's texts.

Physical Education

PE.A.1.1. Physical Education Literacy: The Student demonstrates competency in many movement forms and proficiency in a few forms of physical activity.

1. combines shapes, levels, directions, pathways, and ranges into simple sequences.

The Arts / Dance

DA.B.1.1. Creation and Communication. The student understands dance is a way to create meaning.

1. understands how gestures and movement communicate meaning.

The Arts / Music

MU.C.1.1. Cultural and Historical Connections: The student understands music in relation to culture and history.

1. knows music from several different genres and cultures (e.g., vocal and instrumental, African and Latin American).

MU.D.1.1. Aesthetic and Critical Analysis: The student listens to , analyzes, and describes music.

4. understands how music can communicate ideas suggesting events, feelings, moods, or images.

The Arts / Theatre

TH.A.1.1. Skills and Techniques: The student acts by developing, communicating, and sustaining characters in improvisation and formal or informal productions.

1. creates imagined characters, relationships, and environments, using basic acting skills (e.g., sensory recall, concentration, pantomime, and vocal improvisation).
2. creates, individually and in groups, animate and inanimate objects through the movement of the human body, (e. g., panto-

mimes, living and nonliving objects such as rocks, trees and celestial objects).

TH.B.1.1. Creation and Communication: The student improvises, writes, and refines scripts based on heritage, imagination, literature, history, and personal experiences.

1. creates simple scenes that have a setting, dialogue, and plot.

TH.E.1.1. Applications to Life: The student understands applications of the role of theater, film, television, and electronic media in everyday life.

3. cooperates with others to create formal and informal theatrical works and to solve the problems inherent in simple scenes (e.g., listens while others speak, sets goals, shows self-discipline, and meets deadlines).

The Arts / Visual Arts

VA.A.1.1. Skills and Techniques: The student understands and applies media, techniques, and processes.

1. uses two-dimensional and three-dimensional media, techniques, tools, and processes to depict works of art from personal experiences, observation, or imagination.

VA.B.1.1. Creation and Communication: The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts.

4. uses elements of art and the principles of design to effectively communicate ideas.

VA.E.1.1. Applications to Life: The student makes connections between the visual arts, other disciplines, and the real world.

2. knows various careers that are available to artists.

Grades 3-5

Language Arts

LA.A.1.2. Reading: The student uses the reading process effectively.

1. uses table of contents, index, headings, captions, illustrations, and major words to anticipate or predict content and purpose of a reading selection.

4. clarifies understanding by rereading, self-correction, summarizing, checking other sources, and class or group discussion.

LA.B.1.2. Writing: The student uses writing processes effectively.

2. drafts and revises writing in cursive that: focuses on the topic; has a logical organizational pattern, including a beginning middle, conclusion, and transitional devices; has ample development of supporting ideas; demonstrates a sense of completeness or wholeness; demonstrates a command of language including precision in word choice; generally has correct subject/verb agreement; generally has correct verb and noun forms; with few exceptions, has sentences that are complete, except when fragments are used purposefully; uses a variety of sentence structures; and generally follows the conventions of punctuation, capitalization, and spelling.

3. produces final documents that have been edited for: correct spelling; correct use of punctuation, including commas in series, dates, and addresses, and beginning and ending quotation marks; correct capitalization of proper nouns; correct paragraph indentation; correct usage of subject/verb agreement verb and noun forms, and sentence structure; and correct formatting according to instructions.

LA.B.2.2. Writing: The student writes to communicate ideas and information effectively.

3. creates narratives in which ideas, details, and events are in a logical order and are relevant to the story line.

LA.C.3.2. Listening, viewing, and speaking: The student uses speaking strategies effectively.

1. speaks clearly at an understandable rate and uses appropriate volume.

4. uses eye contact and gestures that engage the audience.

L.A.D.2.2. Language: The student understands the power of language.

1. understands that word choices can shape reactions, perception, and beliefs.

2. identifies and refers to symbol, theme, simile, alliteration, and assonance in oral and written texts.

LA.E.1.2. Literature: The student understands the common features of a variety of literary forms.

2. understands the development of plot and how conflicts are resolved in a story.

L.A.E.2.2. Literature: The student responds critically to fiction, nonfiction, poetry, and drama.

2. recognizes and explains the effects of language, such as sensory words, rhymes, and choice of vocabulary, and story structure, such as patterns, used in children's texts.

Physical Education

PE.B.2.2. Physical Education Literacy: The student demonstrates responsible personal and social behavior in physical activity.

2. applies and follows rules while playing sports and games.

The Arts / Theatre

TH.A.1.2. Theatre - Skills and Techniques: The student acts by developing, communicating, and sustaining characters in improvisation and formal or informal productions.

1. creates imagined characters, relationships and environments, using basic acting skills (e.g., breath control, diction, concentration, and control of isolated body parts).

TH.E.1.2. Theatre - Applications to Life: The student understands applications of the role of theater, film, television, and electronic media in everyday life.

2. understands the artistic characteristics of various media (e.g., theater, dramatic media, dance, music, and visual arts) and the advantages and disadvantages of telling stories through those artistic media.

4. collaborates in the construction of formal and informal productions (e.g., shows respect and uses proper social skills with peers).

The Arts / Visual Arts

VA.B.1.2. Visual Arts - Creation and Communication: The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts.

1. understands that subject matter used to create unique works of art can come from personal experience, observation, imagination, and themes.

4. uses the elements of art and the principles of design with sufficient manipulative skills, confidence, and sensitivity when communicating ideas.

VA.E.1.2. Visual Arts - Applications to Life: The student makes connections between the visual arts, other disciplines, and the real world.

2. knows the types of tasks performed by various artists and some of the required training.

Bits 'N Pieces Puppet Theatre Evaluation

Special Offer for Teachers: Please help us better serve you by completing this evaluation and mailing to **Bits 'N Pieces Puppet Theatre, 12904 Tom Gallagher Rd., Dover, FL 33529**. In appreciation you will receive this production's video for your school.

Show: _____ Performance Date: _____ Location: _____

Your Name: _____ School: _____ Grade: _____

Address: _____

PERFORMANCE (Artistic Merit)

1. The performance was a professional artistic production of high aesthetic merit and technical quality. ☐ **Strongly agree** ☐ **Agree** ☐ **Disagree**
2. What part of the show worked especially well for your group?

PERFORMANCE (Educational Merit)

3. The performance was a valuable educational tool that enhanced the students' learning experience. ☐ **Strongly agree** ☐ **Agree** ☐ **Disagree**
4. What aspect(s) of the show were most valuable as a teaching tool?
5. How did your students respond to the show?

EDUCATIONAL GUIDE AND ACTIVITY SHEETS

6. The teachers' guide contained an array of background information useful for pre-show preparation. ☐ **Strongly agree** ☐ **Agree** ☐ **Disagree**
7. Which elements of the educational guide were particularly useful in your pre-show preparation?
8. The activity pages were useful tools in helping children demonstrate evidence of achieving Florida benchmarks. ☐ **Strongly agree** ☐ **Agree** ☐ **Disagree**
9. Which elements of the activity sheets worked particularly well?
10. Do you have any suggestions to improve the resource guide or activity sheets?

OVERALL EXPERIENCE

11. Please rate the following by circling the number best representing your opinion. If you indicate "needs improvement" for any answer, please specify. (Use additional sheets if needed.)

	Excellent	Good	Fair	Needs
Improvement				
Artistic quality of program	1	2	3	4
Technical quality of program	1	2	3	4
Students' response to program	1	2	3	4
Educational quality of program	1	2	3	4
Quality of educational guide and activity sheets	1	2	3	4